Vicki Curtis’ Assessment Plan

Define Assessment

Assessment is the means by which an instructor knows whether or not the students are able to successfully complete the tasks outlined in the SLO’s. This is an ongoing process throughout each stage of the course. It must be ongoing so as to inform the instructor of changes that must be made in the teaching strategies and/or assignments to ensure the students are making the progress necessary to achieve the final SLO’s. If an instructor is unaware of how the students are progressing, there is no opportunity to refine and improve the instruction. Each group of students is unique and sometimes what worked for one group will not always work as well for another group. Instructors must be flexible enough to adapt instruction to match the learning needs of each group. This flexibility can only be informed if there are ongoing formative assessments built into the course assignments and activities.

I’m realizing that while I have been using formative assessments throughout my courses, I haven’t taken the time to closely analyze the data those assessments provided and dialogue about this data with others who also teach the same and closely related courses. I have been making all the decisions about instructional revisions on my own without the valuable input from my colleagues. Additionally, the formative assessments haven’t been well planned out in advance of the course, but have been designed more spontaneously from “gut” instincts that the students may not be “getting it”.

I think the online environment may be ideal for the systematic planning and collecting of assessment data. Computerization allows for the collecting, organization, and analysis of data in ways that the f2f environment cannot. I’m excited to see the full development and incorporation of the Digital Dashboard of Learning (DDL) into learning management systems so this data collection, organization, and analysis will become a seamless part of the assessment process.

1. Identify and produce common English stress patterns in sentences using digital recordings measured through SLO rubric. [ESL 151 English Pronunciation 2 SLO Rubric](http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2052089&no_return=1&)
2. Demonstrate the use of appropriate stress patterns in connected speech using digital recordings measured through SLO rubric.
3. Identify and produce common English intonation and rhythm patterns in sentences using digital recordings measured through SLO rubric.
4. Demonstrate the use of appropriate English intonation and rhythm patterns in connected speech using digital recordings measured through SLO rubric.

I believe the SLO’s for my pronunciation course may be measured more effectively in the online environment. For example, the measurement of the SLO of identifying and producing common English intonation and rhythm patterns in sentences can be accomplished in individual student digital recordings which can be listened to several times with instructor recorded feedback modeling the appropriate intonation and rhythm as well as a recording copying the students’ production to point out how the student is incorrectly applying these patterns. In a f2f setting, the instructor has to rely on his/her memory of how the student produced these patterns, and the student while hearing the correct production of the patterns in class is not able to walk away with an archived version of this correct production to listen to again and again.

Tips for best practices

It must be remembered to include opportunities for synchronous communication with the instructor, classmates, and within the students’ real-life environments as this is how authentic communication occurs. The asynchronous activities do inform the students’ pronunciation techniques, but do not allow for use of them in authentic environments. Authentic assessments are necessary for a student and instructor to be assured that the student is able to communicate effectively in spoken English.